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CANADIAN CAMPING

April 1952
TORONTO, CANADA

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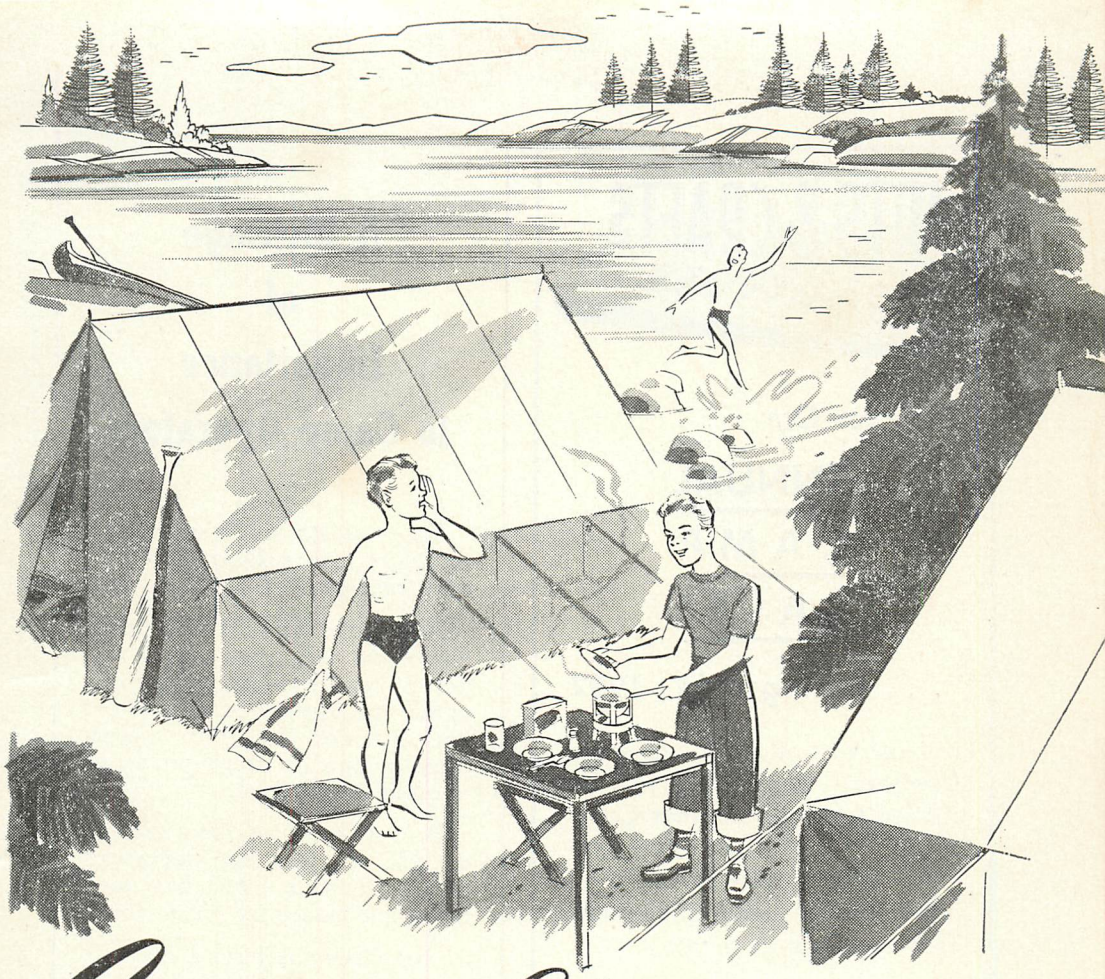
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CONTENTS

Toward a Philosophy of Camping *John Hoyle* 7
Counsellor Meetings *Adele Statten Ebbs* 10
Nature Guiding *Wm. G. Vinal* 15
News Letter *W. E. Yard* 17
Conferences 20
Book Reviews 23
Trading Post 26
In Lighter Vein 33

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Towards a Philosophy of Camping

JOHN HOYLE
Director: Camp Gay Venture

There may be those who will question whether a philosophy of camping exists, and there may be others who question the value of attempting to formulate such a philosophy. However, if one steals a moment to study the meaning of the word in common usage, the attempt would appear to be justified. Webster gives us one of the definitions:

> "The body of principles underlying . . . a human activity", while the Oxford Dictionary suggests "A study of principles of human action or conduct".

With such definitions surely we, who are responsible for the lives of campers for an extended period each summer should clarify our thinking so that our philosophy may be based upon authentic principles, which have been satisfactorily integrated, and are readily aplicable to young life of today. Dr. Karl Bernhardt, speaking recently at a meeting of the Ontario Camping Association, referring to camping said, "You must have a philosophy". With such an authority behind us, we feel safe in pursuing our course.

The following thoughts are, of course, not original. They owe their genesis to the great Canadian, American, English and European philosophers and psychologists of the past and present who have studied carefully human nature. They have laid a sound foundation. It is left to us to interpret their profound contribution in terms of Canadian camping in 1952.

Let us commence with the most important person in camp, *the camper.* What is he in reality when you get behind the familiar personality? May we suggest that he is a human spirit endowed by nature with certain strong tendencies pertaining largely to the functions of self-protection, survival and the will to live. He comes into human society not moral or immoral but amoral. Certainly he may be pre-disposed in certain directions but to a very great extent, his future is in his own hands.

R. L. Sharpe sums this up so effectively in his poem:

> Each is given a bag of tools,
> A shapeless mass,
> A book of rules;
> And each must make—
> Ere life is flown—
> A stumbling block
> Or a stepping stone.

By the time the child reaches camp he has been already influenced deeply by his home, school, church or synagogue, and his entire social environment. However, he is still "in the making", comparatively easily guided, stimulated, and influenced by those sensitizing media that emerge and are clarified in the freedom of a democratic camp situation.

Every child has numerous needs, some superficial, some which require the skilled hand to discover, if he is to reach out and reach up to a well-balanced life. Obviously a brief article such as this cannot attempt to discuss these in detail. Many of a child's needs* may be found within the bounds of the following four general classifications.

A Realization of Security. The study of human nature shows that one of the most fundamental needs of both childhood and adulthood is a satisfying sense of security. This seems basic to any well-balanced life at every age level. The search for security may be below the level of conscious thought in some instances but the urge is there, inherent in every normal human being. Youth, despite his apparent egotism and self-sufficiency, undoubtedly feels unstable when left completely to his own devices. While he craves experience and demands complete liberty he nevertheless seeks for the security that he looks back to, the security that originated in complete dependence upon mother, father and home. Right here is one of the conflicts of youth, the conflict between the urge to be free. dominant, self-sufficient, and the desire for security and dependence.

New Experience. Youth is restless, youth is adventurous, youth is dissatisfied with things as they are; the youth is scornful of the "status quo". He must have new experiences for his adequate self-completion. In this incessant and dominant desire for new experiences lies one of the camp's greatest opportunities, for camp may help children and youth meet the urge for these new experiences constructively on the highest level in a controllable environment.

Recognition. The developing self of the child or youth demands recognition, recognition of himself as a person, a person apart from others, even those he loves and respects. He wants to be of value, to experience a sense of achievement, to be important; with these claims go an overpowering desire to love and be loved. The child's stability depends very largely on the emotional satisfaction he receives from being "accepted" by his peers—in camp, his cabin group.

A Power outside of Himself. The craving for a satisfying inner response to a Power outside of himself seems to be inherent in human nature. A well-balanced personality is greatly dependent on a developing understanding of a growing religious experience adequate to his expanding mental, emotional and social life. Once again, surely the camp is in a strategic position through environment, leadership, programme and atmosphere to reveal to the child the permanent values of a healthy personal and social religious experience. Despite all the well-intentioned endeavours of home, church and school, we are failing to meet adequately this vital and very fundamental human urge. It is one of the most difficult urges to meet, but just because it does present so many difficulties, let us not pass it by; let us rather accept the challenge and give to the problem the best that we have to give.

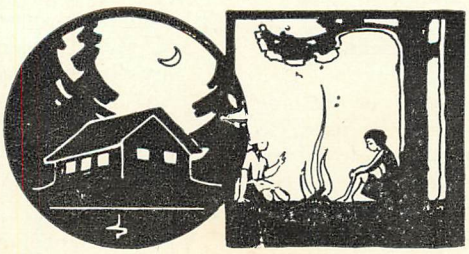
*—Much of the foregoing material on "Needs" is taken from the author's book "Towards the Understanding of Youth", published by the Canadian Council of Churches, and used by permission.

We may summarize what we have said as follows. Children and youth with certain driving urges must be guided aright or they will lead to disaster. How can we attempt to meet them? Does not this challenge suggest that our camp programme needs to be flexible, adventurous, free, and above all, purposeful? Purposeful in the sense that camp is not a place solely for physical recreation, but is rather an experience in effective social living and through which children may have the happy opportunity, under the guidance of understanding and trained leadership, to respond in a constructive way to their inner urges. Urges which, if skilfully guided, make for happy, well-balanced personalities; urges which, if left to chance development, will probably lead to failure and unhappiness.

To secure an understanding of the needs of children in general is not so difficult, thanks to the vast amount of research already carried out in this field, in no place more thoroughly than in our own Canada through the twenty-five years of tireless effort by the faculty of the Institute for Child Study in the University of Toronto* and other similar centres. However, to understand the needs of each individual child is quite another question, and far too broad a subject to be attempted here. Nevertheless, it may be said that only to the extent that we as camp directors and counsellors are able to discern at least some of the specific needs of each child in our care, may we expect to achieve any lasting measure of success. Every child is different; there is no "average" child to guide us. Somehow, ways must be found by which at least the major needs of each child may be brought to the surface and all the skill of the camp leadership focussed in that direction. It would seem that there are times when the child should be encouraged to become aware of those needs and his co-operation sought in meeting them. In other cases such an approach would end in disaster and such assistance as we may be able to give must be subtle and unrealized by the camper.

In this article I have presented the problem but not the cure. That must be left to those life-long students of behaviour who are always so willing to share with us from the well of their experience.

*—The reader who is interested in the scientific aspects of these ideas might see *Twenty-five Years of Child Study:* by the staff of the Institute of Child Study, University of Toronto Press; 184 pages; $4.00.



Counsellor Meetings *

ADELE STATTEN EBBS

Director: Camp Wapomeo

It has often been said that a camp is only as good as the staff which it employs. Of course this statement takes for granted that all camp directors or head counsellors have the same ability to train and co-ordinate their staffs. And it is true from the campers' point of view that the success of a camping season depends on the counsellors. These reasons are proof enough that there should be opportunities made for staff training during the camp period. This "in service" training may be a review of a previous course, or in some cases the only training which is offered.

The objectives of staff training are similar to that of the camp as a whole. From the staff emerges the "camp spirit", holiday atmosphere and eagerness for activity. The staff can demonstrate the democratic way of living in a community. The training will demonstrate the practical application of group methods, as well as give insight into the needs of individual campers. Finally, many program directives will be given, some of which we shall develop later.

There are various ways of training staff—all of which should be used. It starts with the initial interview during the winter, followed up by letters, conversations and a few meetings. Pre-camp is the ideal training ground. At that time everyone is focussed on the one job at hand—that of becoming an effective camp staff member. When the campers arrive in camp, there is comparatively little opportunity for training. However, the success must continue in various ways. There can be personal interviews, plenty of on-the-spot supervision (by that I mean observation followed by conferences), and lastly the so-called Counsellor or Staff meeting.

Meetings called during the busy days of camp must have real value. They must be informative and to the point. Those attending must be the personnel really concerned with the subject at hand. If at pre-camp all the main basic training has been covered, then the in-camp meetings will be mostly a review. They will give an opportunity to demonstrate the general principles in practical application. There will be general staff meetings of two types:

(a) A daily review of the day's program and routine announcements.
(b) A longer session for instruction of a more general nature, followed by discussion and evaluation.

(A) *At the Daily Meeting* all routine matters pertaining to the whole staff are highlighted. A brief review of the

* Reprinted by permission from the Y.W.C.A. Programme Folder.

day's program is given with opportunity for synchronizing every department. Various departments report. The Waterfront Director may check on lifeguards for that day, or may announce a regatta, asking for the co-operation and participation of most of the camp. The Dramatic Department may seek assitance in some forthcoming project. The Dietitian may have something to say (or you may have something to say to her). On a scorching hot day, the nurse can warn against sunburn. A recent campwide event can be briefly evaluated, or a committee appointed to investigate some problem, or to plan a function bringing a report back to the meeting a day or so later. A standing committee of counsellors elected to function over a period can handle many problems on policy and routine, and bring recommendations to this meeting. This gives an idea of the diversity of the problems that might arise. They should be pertinent to the whole camp. Matters concerning only a few should be dropped and discussed later by those concerned.

"Camp Routines" mimeographed, or in a notebook, save a lot of valuable time, and can be definite about the things over which there can be little difference of opinion. These include Fire Precautions, Fire Drill, Meal Hours, Tuck Shop, Mail, Food Parcels, Cash, Days Off, Sunday Suppers (Picnics), Care of Equipment, Laundry, Transportation schedules, Lost and Found, Officer of the Day and Night Watch schedules.

A "Staff Organization chart" gives guidance to all. The names of the complete staff are included: Counselling, Kitchen and Maintenance. If this is given out at the beginning of the camp it helps to get everyone acquainted, and to familiarize the new staff with the structure of the organization.

(B) *General Staff Meetings* will be held less frequently because of the time involved. It is obvious that during camp there is never a meeting at which everyone can be present, so the time chosen will depend on the individual camp. If no pre-camp training has been possible, then these topics should be introduced as early as possible in the season. To decide on the order of their presentation is a problem, because all are of vital importance.

1. *Health and Safety*—The staff itself immediately upon arrival in camp must be impressed with the necessity of taking every precaution to guard their campers' as well as their own health. Simple and clear instructions should be given on health routine: daily inspection, sleep, rest and cleanliness. Procedures should be discussed to prevent sunburn, fatigue, accident from fire, use of axes, etc., and routines on the waterfront should be set up. Various staff members particularly concerned should be prepared to discuss the various aspects of camp health and safety—the doctor or nurse, the dietitian, the camp craft and tripping counsellors, the water-front director and so on. A very careful briefing must be made regarding the first day of camp. All staff members should be alerted to their specific responsibilities which start the moment the first camper comes under camp supervision.

2. *The Role of Camping*—This topic would give a background to the whole business of camping, how and where it started; how it has developed through the years; where it is heading in the future; what it claims to do for the campers. This makes the counsellors realize that they are a part of a large and vital organization on this continent today. The Canadian and American Camping Associations are becoming stronger as people realize what and who

they represent. These Associations have set high standards for themselves, not through pressure, but because they are composed of a group of people with high personal standards. The aims and objectives of the individual camp would come into this discussion, and to be more specific each counsellor should have her own objectives and be sensitive to those of her campers and their parents.

3. *Program Planning*—Keep in sight the campers' point of view. They are going to camp this summer primarily to have fun. It is a holiday—a glorious experience away from home and school —not only freedom from routine, but freedom to explore the realms of friendship and human relations,

Let us analyze a 24-hour day at camp. Nine or ten hours of sleep; three meals a day takes about four hours; a rest period lasts one hour at least; another three hours for routine, such as getting up, flag raising, clean-up, flag lowering and getting to bed. This all adds up to twenty hours, leaving four hours for all the other camp activities. And during this four hours is the only chance to find some leisure—some time to just sit in the sun and loaf. It is very important that during this time our campers should have a positive feeling of being able to plan it for themselves. All the rest of the year these children's standards are set by adults. Some homes are quite democratic, but it is very hard to find any set of parents who can keep themselves in the background. At school the children have practically no say in what they are going to learn—or even how they may go about it. Camp is the only community which is run entirely for children with the sole purpose of fulfilling their needs. Let's keep it that way.

Primarily the camp-site itself largely determines what activities are going to exist and what are going to predominate. There is usually water enough for swimming—but the type and extent of the water-craft will differ. So here are two factors that have much to do with program planning—(1) the camp-site and equipment and (2) the aims and objectives of specific camps.

The two other directives in program planning are more under our control—the counsellors and the campers themselves. The director need not feel that she will be handling the program for the campers all by herself; the resources of the entire staff should be pooled. Campers enjoy having the opportunity of getting to know other members of the staff—a change is as good as a rest. As for the campers' part in program-planning, this is the whole secret of a happy and satisfying summer for them. We do a lot of talking about the democratic way of life—of being good citizens in a democracy, and so on. One cannot live that life or be a good citizen unless one practises it from an early age. At camp we can give the campers this opportunity. In order to develop in responsibility, independence and ability to make wise decisions, we must provide varied opportunities for choice.

In early days of camp, the counsellor's job was relatively simple. The range of activities and resources were limited. If there was a champion diver or swimmer on the staff—fine; the campers surely would learn to swim and dive—or else. An Indian in charge of canoeing would teach the paddling. That is all right up to a point—if you can have a champion who also has the personality to teach young children and who understands their individual differences, their abilities, their fears, their

emotional development. But to find one with the patience, understanding and the insight of a trained psychologist is difficult. Most activities at one time were motivated by the children themselves seeking awards. Individual competition dominated the day. Today many people do not believe that is the best way to get campers to participate in activities. But sometimes there is such a strong feeling of expectancy that everyone will participate in all activities, that it virtually amounts to compulsory participation. With all these external means of motivation there would be little opportunity for the children themselves to exercise the power of making their own decisions. So the potentialities for developing into strong, thoughtful and positive individuals would be lost.

4. *The Cabin Group*—Since this group exerts the greatest influence on the individual camper, it is important that the counsellor be skillful in the art of group leadership. The campers should be allowed to choose their cabin mates whenever possible. The first few days are very important. It may be necessary for the counsellor to guide the group skillfully, suggesting projects and enterprises which will knit the group together. Each individual must develop a feeling of belonging which can be increased by responsibility being given in tasks and decision making. There should be a feeling of "give and take". The group experiences should be so varied that the same camper is not always the leader. Look for opportunities to bring forward the one who shuns the limelight. For the staff meeting one counsellor might be prepared to lead a discussion using a specific example to illustrate the development of this process of "give and take". Experienced leaders could reconstruct the situation into a socio-drama.

5. *Spiritual Values*—The following is developed from the notes of a presentation at a pre-camp course in July, 1950. There are various approaches to the appreciation of nature—that of an artist, a naturalist or a geologist. A counsellor must make sure that the campers, especially the sensitive campers, have opportunity for quiet communion.. At dawn and dusk this feeling or need should have the chance of expression. In evening discussions around the campfire or at bedtime, there should be opportunity for quiet talk. Tolerance can be developed. There should be a feeling of freedom of expression and sympathetic understanding. At morning meditations another opportunity is given for quiet thought. Sometimes it may be directed or stimulated by a leader, other times guided only by the strains of quiet music. There are camp institutions such as Council Ring and Chapel services which create a receptive atmosphere. The democratic way of life has been mentioned before. Where can it better understood and expressed than at camp.

The topics discussed above are suggestions to be included in counsellor meetings during camp (or in pre-camp). These may be given to the whole staff, or to unit meetings acording to the age groups with whom the staff is concerned. It seems satisfactory to present the topics to the group as a whole, and after to have the counsellors divide into unit groups for more specific discussion.

Counsellor Meetings can be fun. It is a time when the adult group in camp can get together and talk in their own language. It is extremely valuable for building up morale, and reassuring every member of the staff that she has an important role to play. In finishing, may I quote from a letter written by

Taylor Statten to his staff: "The satisfaction that a conscientious counsellor gets out of working with children is very great, and as a result of the experience and training one should gain some understanding of child psychology and group methods which we hope will contribute toward a more skillful and intelligent parenthood."

—★—

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Nature Guiding

WILLIAM G. VINAL

One of the outstanding leaders at last year's Quebec Camping Association Conference in Montreal was "Cap'n Bill" Vinal, Professor of Nature Education, University of Massachusetts. Dr. Vinal is the author of one of the most indispensable nature books for camp leaders—*"Nature Guiding"*. He has also published many inexpensive pamphlets of great practical value to counsellors. Those who were fortunate enough to be present at his "Nature Seminar" last spring, were intrigued with his lively and stimulating comments, his vast fund of knowledge and his skillful and often amusing handling of questions. Some of the questions and answers are given below:

How would you start a class of beginners in Nature Study?

First of all, it is not a *class,* and it should not be a *study.* I would avoid school vocabulary, which unfortunately gives it a stigma. Give them something with adventure or a challenge. Offer many different opportunities. Let the group choose. For instance, you might get an old lumber man to guide them in constructing a cabin.

How can we correlate craft work to the subject of nature?

Better forget "correlate and subject". Do things! Tin can cookery is nature too. Let them make the tin-can stove; let them find out about the various kinds of fires and wood to use.

What do you think are the most important things in a camp musem?

Campers! It should be a campers' museum—tempory, rather than permanent. A workshop, rather than a storehouse, and it should be strictly local.

Why do you suggest workshops?

It is *doing* that puts life into any project. Making leaf prints, or casts of foot prints or bark baskets is a better investment of time than just gazing at someone's collection of mounted leaves or a stuffed chipmunk.

What type of museum would you build?

The camp grounds is a museum. Have the campers build a rock garden, or an over-night shelter or a nature trail. If you must build something, make it a workshop.

Is it worthwhile to make a nature trail and label everything with tags?

Yes, if the campers do it! No, if it is made for them by the counsellors! The value is in the making. It can be a very valuable experience for every one taking part in it.

What would say about a counsellor who insists on using a scientific vocabulary?

If you mean the Latin names for everything, I would be tempted to ask him to speak English!

Do you think that badges and awards are stimulating?

Yes, but it is the wrong stimulus. Campers are then working for badges and not for the fun of the experience. When they collect thirty tree specimens, they are through.

What do you think about a director who says that children should not stay up to study stars?

Directors need to be educated too! City children scarcely ever have an opportunity to even see a star! All they know about them is: "Twinkle, twinkle, little star, how I wonder what you are." A night hike on a camping-out trip is a grand opportunity for star study. Campers should also have the thrill of paddling up the pathway of the moon.

How do you get natural-born nature counsellors on your staff?

They aren't just born, they're trained. That's why we have training courses and no end of books, nature magazines and pamphlets. But even so, good nature counsellors are few and precious. If you wish counsellors to promote outdoor knowledge at camp, be sure they have the interest and enthusiasm and a degree of knowledge before they come. Do not schedule nature at the same time as athletics. A pre-camp training period for counsellors might be useful. Nature leadership requires practice and imagination. The Scouts often make reports in assembly on "What I Saw". Children see many things and make fine reports if given the chance. A successful season means a succession of successful happenings.



Canadian Camping News Letter

Dear Camping Friends:

As you will read elsewhere in this issue of the Canadian Camping, the Association recently held its annual meeting and a number of us have assumed the responsibility of carrying on as your officers for the coming year.

In the past few years those people responsible for carrying the work of the association have made a significant contribution. Probably the most important step forward was the obtaining of our Charter as a National Organization of camping people in Canada.

As we see it, the main fuction of our C.C.A. is to strengthen, wherever possible, the work of Provincial Associations; since in any country as widespread as our Dominion of Canada, it seems logical that the most helpful service to individual camp people will come through the work of organized groups right in their own area. Each of these local Camping Associations is dedicated to the development and maintainance of high camping standards and to the study and appreciation of wider aspects of the movement. Members believe that through discussion and consideration of camping policies and problems and by the exchange of ideas and information, better camping will be achieved.

Sometimes there are opportunities for our camping people from wide-spread points across the country to meet face to face, but more often than not the members of the C.C.A. know one another and benefit from the services of their association through the mail. It is our sincere hope that members will write to the new office at 52 Avenue Road, Toronto, more frequently than ever and also that they will be sure to correspond directly with the Chairman of various standing committees who are anxious to assist them with their camp problems.

Within the wide frame-work of tying together the work of Provincial Associations and of encouraging the formation of new Provincial bodies, your executive committee sees the following as some of its more specific responsibilities.

(1) To distribute information as a National Association and to represent organized camping at the national level whenever required.

(2) To assist in making information developed by Local Associations available to all members across the country.

(3) To act as a resource body for Provincial Associations and individual members across the country, through the work of active standing committees.

(4) To provide, through the Canadian Camping Magazine a means for telling the story of Canadian Camping and for keeping our Camp people well informed.

We have listed below the membership in the Canadian Camping Association as reported at the last annual meeting, and it is significant that at this meeting the fee paid to the C.C.A. by Provincial Associations was reduced to $3.50 for camp members and $1.50 for bona fide individual members. This was a unanimous decision and it grew from a concern for further strengthening the work of Provincial Associations. It is our hope that by entering into a co-operative arrangement with the Ontario Camping Association full-time office, we will, with the help of the executive secretary of that office, be

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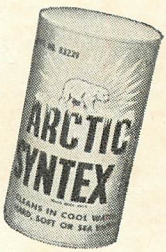
Wash all glasses, dishes and kichen utensils with Arctic Syntex. Bacteriologists state, "All products should be thoroughly washed before eating." Syntex eliminates all hard water scums. For reasons of health, as well as for normal cleanliness, all fresh fruits and vegetables should be very carefully washed before eating or cooking.

Especially at summer camps, in order to guard in every possible way against the incidence of Summer Complaint illness, this pre-washing is vital.

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Membership in the Association at the annual meeting was recorded as follows:

	Camps	Individuals
Ontario	110	44
Province of Quebec	37	27
British Columbia	13	3
Manitoba	1	18
Prince Edward Island	5	
Saskatchewan	2	2
Alberta	2	
New Brunswick	1	
New Jersey (Special)		1
TOTAL	171	95

It is likely that a number of the members of the association will shortly be asked to act on National Committees, and since in many cases these committees must by necessity act through correspondence, it is our sincere hope that you will all become prolific and prompt correspondents. We promise to do our very best to keep up with you from the National Office.

Yours for better camping,
W. E. (Ted) Yard,
President.

Standing Committee Chairmen

Sites and Development
R. K. Cleverdon
33 Anndale Rd. Toronto, Ontario

Standards
Mr. John Hoyle
255 Blythwood Rd. Toronto, Ontario

Membership
Mr. C. T. Sharpe
2A Lindsey Ave. Toronto, Ontario

Public Relations
Mr. C. F. Plewman
15 Burnaby Blvd. Toronto, Ontario

Health and Safety
Dr. J. H. Ebbs
72 St. Leonard's Ave. Toronto, Ont.

Quebec Section Annual Conference

Hedley S. Dimock, Dean of George Williams College is to be the key speaker at the Quebec Camping Association Annual Spring Conference, to be held in Montreal, April 4th and 5th, 1952.

Dr. Dimock is past president of the American Camping Association, and co-author of Camping and Character and Administration of the Modern Camp. Dr. Dimock will address the opening banquet Friday evening on "A Critical Look at Modern Camping." He will also lead three discussion groups—1) Pre-camp Training, 2) Incamp Supervision, and 3) Evaluation.

Some three hundred camp directors, staff and counsellors will attend the conference being held at the Sir Arthur Currie Memorial Gymnasium Building of the McGill University. Featured at the Conference will be discussion groups, workshops, practical demonstrations, lectures, and display booths of some twenty firms displaying camp goods and equipment.

Walter Meyer, internationally known song leader will lead the conference singing, as well as three sessons in "Song Leading in Camps". Meyer specializes in international folk songs.

Louis Thomas will give leadership to the workshop on Indian Lore and crafts. Mr. Thomas is an Iroquois Indian and a leading authority on Indian Lore in this part of the country.

By popular demand Dr. Carter Store of Ottawa will again lead the camp-craft sessions of the Conference. Dr. Store is well known in this field.

Don Rose of the Red Cross and Clair Buckley of the Y.M.C.A. will hold forth in McGill University's fine new pool on practical sessions in teaching swimming, water safety and life saving.

Fraser Woodhouse of the Montreal Boys Association and director of Camp Lewis is the conference chairman, Roy D. Locke director of Y. M. C. Kamp Kanawana is president of the Quebec Camping Association.

Further information on the Conference is available from either of the above mentioned at 1441 Drummond St., Montreal 25, c/o Quebec Camping Association.

American Camping Convention 1952

The 22nd national biennial convention of the American Camping Association will be held at the Conrad Hilton in Chicago, April 16, 17, 18, 19, 1952.

Among the groups and organizations which will participate in the Convention of the American Camping Association are: Protestant Camps, Catholic Camps, Boys' Clubs, Boy Scouts, Campfire Girls, Girl Scouts, 4-H Extension Service Camp, Salvation Army, Y.M.C.A., Y.W.C.A., Settlement Houses, and the private camps. Live demonstrations will be given in mass food preparation, camp cookouts, creative arts, handicrafts and conservation.

An innovation of the 1952 National Camping Convention will be the introduction of seminars. Rey Carlson, associate director of recreation, University of Indiana, and former president of the American Camping Association, will lead the seminar on camp administration. Kit Hammett, camp consultant and former secretary of the American Camping Association, will lead the seminar on camp program.

Further information about registration for the Convention can be obtained by writing the American Camping Association, 343 S. Dearborn St., Chicago, or Joseph N. Clemens, convention chairman, 123 W. Madison St., Rm. 2200, Chicago 2, Illinois.

Canadian Camping Convention

Jointly Sponsored by the Ontario Camping Association.

A generous amount of back-slapping along with higher-than-average praise are in order for the committees who turned out such good fare for the Canadian Camping Convention. Sponsored jointly by the Canadian Camping Association and the Ontario Camping Association at Central Y.W.C.A. in Toronto on February 29th and March 1st, it was climaxed by the annual meeting of the Canadian Camping Association at which Ted Yard was elected President of C.C.A. for 1952-3. It is during this term that C.C.A. office is transferred to Toronto.

In spreading the gospel of camplore and campcraft, it cannot be said that any one phase of the conference outshone another, actually. Each discussion group, kindred group meeting, workshop and address held its own appeal; in fact, quite a difficulty arose when a choice of sessions presented itself to delegates.

Dr. Carter Storr, guest speaker from Ottawa, drew a large audience. Anyone who has heard him speak on outtripping and its various ramifications wants to hear him again. His fame had spread far and wide by the time he reached Toronto, so his audiences were large . . . and not disappointed.

If any one speaker stood out, it could be said that Mr. R. E. K. Rourke, Headmaster of Pickering College and Director of Camp Mazinaw, kept Friday evening's diners listening and laughing at one and the same time. With the usual mastery of his subject combined with his equally famous mastery of wit, he was able to put across

one of the most convincing talks on camping, with more than the usual amount of punch.

Dr. Alvin Cooper, Director of Leadership Education for the United Church of Canada presented a study of Persuasive Camp Programming at Saturday's luncheon; on the same day, the closing address was given by Mr. Wilbur Howard, Field Secretary of Christian Education, Manitoba Conference, United Church of Canada. He used as his topic: The Trail to High Adventure.

No camp category was left out. Every kind of camp was able to participate to a greater extent than ever before. Agency and Day Camps, Y. Camps, Private and Church Camps heard their own problems discussed under such varied topics as Camp Expenses, Variety in Programme Planning, Crafts, Waterfront Activities, Creative Handicrafts. And speaking of handicrafts, Mr. George Clifton from Bark Lake C.I.T. Camp took up the front of the auditorium with an imaginative display of artwork produced mostly with those everyday bits of equipment each camper has at his or her fingertips all summer long: twigs, cones, burrs, driftwood . . . to mention a few.

Mr. David Palter's films sent every counsellor and director home in the mood to pack for camp next week and the generosity of the exhibitors with their lucky draws added a spark of excitement to the whole event.

Congratulations to Mr. C. T. Sharpe, Chairman, Mr. Ron Hanagan, Mr. John Hoyle (OCA President), Mr. William Chapman and Miss Joyce Bertram for a project well thought out and successfully carried through!

BRITISH COLUMBIA

A volunteer Institute on Group Leadership, sponsored by Community Chest and Council was attended by camp people in January.

In February a meeting was held in the Children's Department of the Public Library, which has generously provided camps in the past with suitable summer reading on a long-term loan basis

The executive is exploring the possibilities of a Camp Publicity Week prior to the Camp Counsellor Training Institute we plan to offer in May.

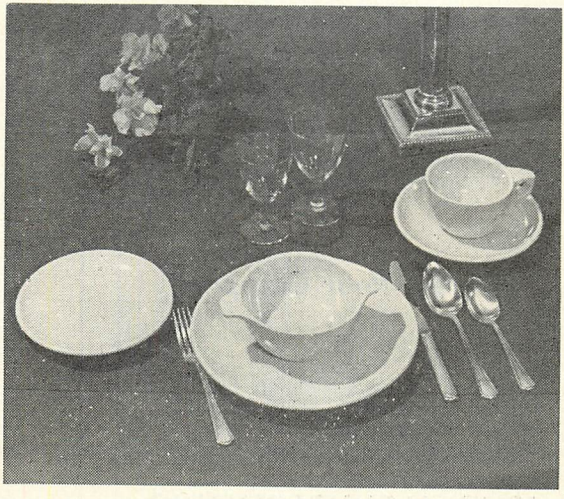
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		$ 796.65

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Order & Receipt books	2.15	
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Book Reviews

The Theory of Camping: An introduction to Camping in Education, by Frank L. Irwin, Ed.D., A. S. Barnes and Co., New York; 1950; pp. 178.

This book, "written primarily for camp directors, camp counsellors, public school administrators, teachers and college students, seeks to present a comprehensive view of the educational aspects of organized camping, an understanding of the part camping can play in achieving the goals or aims of American education, and an acquaintance with the specific methods by which camping can be utilized to achieve these goals or aims." This statement demonstrates both the purpose and style of the book.

The content is good. It includes chapters on "organized camping in the United States. Education in the Twentieth Century. Understanding the campers. Group life. The program. The counsellor, administration, day camping and the public school camp. It contains a considerable amount of information in the text and in the well selected references.

It should be in a camp library, although its chief function would seem to be that of a text book for camp courses. The material although solid, is a little dull and it is a pity that it loses its clarity by being set in too small type.

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Canadians of Long Ago: The Story of the Canadian Indian, by Kenneth E. Kidd, Royal Ontario Museum; Longmans, Green and Co., 1951; pp. 174; price, $2.25 (Illustrations by Sylvia Hahn).

Many camps use council rings and other customs which campers often erroneously accept as being typical of real Indian life. While the fun and zest of the "Council Ring" forms an exciting part of camp life, most children would find the real things Indians did and created even more fascinating. Mr. Kidd's book, written for school children, is interesting, attractive and authentic.

Miss Hahn's illustrations of Indian homes, tools, canoes, clothes and masks, suggest many designs for the arts and crafts programme. It includes accounts of Indian living, homes, families, hunting, fishing craft work, festivals, descriptions of their customs and beliefs, and a short chapter on their heritage to us.

Children of course know that reality is more exciting than fantasy; as we adults develop this point of view, we can at least supplement our picturesque "Indian" ceremonies with an understanding of the real life and thoughts of the *Canadians of Long Ago.*

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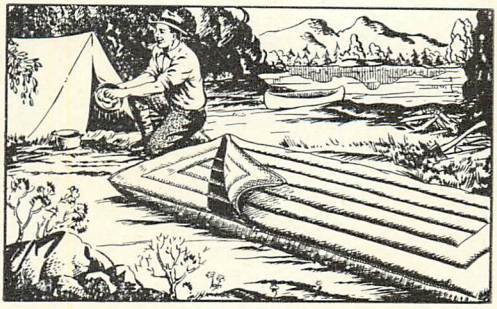
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TRADING POST

A Low Cost Toilet for a Short-Term Camp.

Long-term summer camps with permanent campsites need adequate well-built sanitary facilities.* However, many organizations operating camps of one or two weeks' duration on rented sites do not find it possible to provide such toilets, and need a simple yet effective design for a substitute. This design might also be used by large organized camps operating a canoe trip outpost at some distance from the main camp.

A wooden box consisting of two ends, two sides and a top but no bottom, should be constructed out of one inch dressed tongued and grooved lumber, or five-eighths inch thick plywood made with exterior-type glue. It should be about 20" wide by 30" long by 14" high. A toilet seat hole with rounded edges is cut through the top surface fifteen inches from either end and near the front side. This hole should not be circular, but should be cut to the same shape as a standard toilet seat. If tongued and grooved boards are used, the sides of the hole will have to be braced on the inside. A board top hinged at the back with two brass hinges is provided to cover the hole when not in use. The inside of the box must be painted with two coats of roofing or boat pitch. The outside surface should be treated with a wood preservative such as creosote, or painted. The box

can be carried by two people if two stretcher-type handles are nailed along the sides.

A hole slightly smaller than the box in area, and about two feet deep, is dug, over which the box is placed. A screen made of burlap, sacking, or old tent canvas is erected around the toilet by using wooden poles. A useful addition to the toilet can be made by removing the top from a small wooden box, placing the box on side on a suitable support, and hanging a toilet paper holder inside it. Space for a container of chloride of lime would be useful as well. All of this equipment can be cleaned and stored away for reuse for many camping seasons.

R. K. Cleverdon,
Camp Kandalore.

* See Canadian Camping, December, 1950

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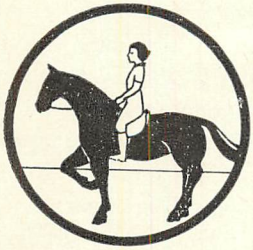
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The food may be carried in the canoes, or in a wagon or surrey which sets out ahead of the riders. Riding breeches aren't comfortable garb for paddling; it is better for the riders to wear dungarees or slacks. The canoeists might arrange to arrive first at the rendez vous in which case they would gather wood, start the fire and prepare the hot food or drinks. When the riders arrive they will need first to attend to their horses. You might plan, therefore, that the one group prepare the meal and the other group clean up; although if they co-operate well volunteers from both groups may enjoy working together. Time for a stroll, a sing-song or even a "hunt the dessert" game completes the fun before setting off home—with maybe a sunset to top off the day.

You may be lucky in knowing a farmer whose place is the right distance from camp with stable room for your horses, or a suitable corral, and then the "over-night" is posible. While the canoes might carry the bedrolls, it may be better to despatch them by truck, being sure the driver knows exactly where to deliver them! Here is a combined operation where good planning and co-operation rate high as factors in its success.

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Nature Trails

Algonquin Park Nature Trails Programme, an Ontario Department of Lands and Forests project, has completed its seventh successful year. Last summer, in addition to conducting more than four hundred persons on twenty-two scheduled Nature Trail Hikes, department biologists made sixteen visits to Boys' and Girls' Camps in the Park to give talks on natural history, show slides and films and emphasize forest fire prevention.

In 1944, an impromptu, guided, nature hike led to others and eventually the matter was deemed of sufficient importance to be sponsored by the Ontario Department of Lands and Forests. As soon as a competent biologist could be assigned to the project, the first permanent nature trail was laid out and the representative trees, shrubs and plants were labelled for easy identification by the public.

In 1946, the first attempt at a Park Museum was housed in a tent alongside the highway near Cache Lake. So many visitors stopped off at this embryo museum to view the array of native plant and wildlife displayed, that Department officials decided that a more worthy, permanent structure should contain the Algonquin Park Museum of Natural History. Plans were drawn for an attractive log-siding, typically "woodsey" building which is now under construction, parts of which will be ready for the 1952 season. On display at the museum will be specimens of the many varieties of floral and faunal life that

abound in the Park as well as exhibits to explain its geography. An insect collection is being completed. Adding to the enjoyment and education of visitors is a pamphlet describing the Park and its Nature Trails Programme. Other pamphlets in the making will describe native features and inhabitants.

GETTING ACQUAINTED GAMES

Name Game (All Ages)

Method: Circle formation. Two minutes are given to learn the names of the campers on the left and right. The camper in the centre of the circle points to someone and says "left" or "right". The one indicated must call out the name of her neighbour before the camper in the centre counts to ten. If she fails, she changes places with the one in the centre.

Thumbnail Sketch (All Ages)

Method: Each camper chooses a partner. In three minutes they learn five things about each other such as: What is your name? Where are you from? What cabin do you live in? How long have you been a camper? What is your hobby?

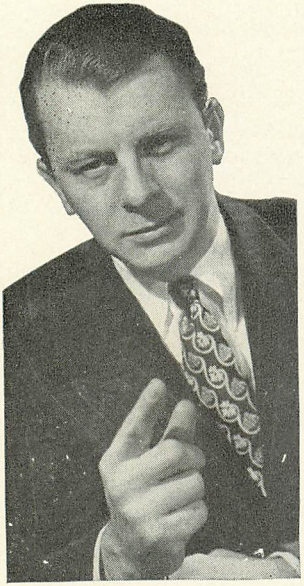
Each camper then gives a thumbnail sketch of the camper she has just met.



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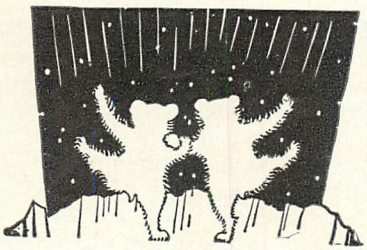
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In Lighter Vein

Once there was a camper
 Who thought she'd like to cook,
But when they went out tripping,
 They didn't take a book.
She asked a lot of questions
 About her applesauce
Until her patient leader
 Was really at a loss.
She cooked it to perfection—
 A simply super brew,
And then she asked the leader,
 "*Now* what am I to do?"

"Why put it, my dear camper,
 Down in the lake to cool."
Which she did.

M.L.N.

Camper: "May we take a short cut through your fields?"

Farmer: "If my bull sees you, you'll certainly take a short cut!"

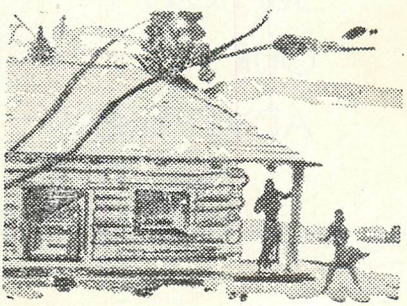
Little Angela was back from her first day at school.

Mother: "And what did they teach you?"

Angela: "Not much. I have to go again."

One: "Why do you know eating carrots is good for your eyes?"

Another: "You have never seen a rabbit wearing glasses have you?"



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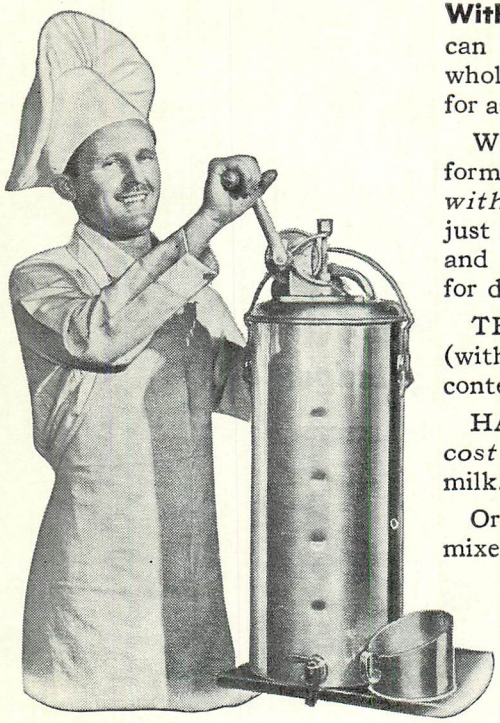
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